



# Bobby Duke Middle School

85-358 Bagdad Avenue • Coachella, CA 92236 • (760) 398-0139 • Grades 7-8

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Coachella Valley Unified School District

87-225 Church Street  
Thermal, CA 92274  
(760) 399-5137

<https://www.cvusd.us/>

#### District Governing Board

Joey Acuna Jr., President

Silvia Paz, Vice President

Adonis Galarza-Toledo, Clerk

Trinidad Arredondo, Trustee

Jesus Gonzalez, Trustee

Blanca Hall, Trustee

Jocelyn Vargas, Trustee

#### District Administration

Dr. Maria Gandra  
**Superintendent**

Joe Dominguez

**Assistant Superintendent, Business  
Services**

Dr. Josie Paredes  
**Assistant Superintendent,  
Educational Services**

Kevin Rubow  
**Assistant Superintendent, Human  
Resources**

### School Vision

Bobby G. Duke Middle School will be a dynamic, safe environment that ensures learning for all students and addresses physical, social, emotional, and academic needs. Together with community and family support, we will foster lifelong learning.

### School Mission

All students, upon leaving Bobby Duke Middle School in two years, will receive challenge-based instruction in all coursework that develops academic and social skills along with a 6-year academic plan that promotes and maintains a college and career minded attitude for the purpose of contributing to the community. This foundation will support an academic and social bridge between middle and high school levels.

Bobby Duke Middle School opened in September 2007 and serves students in grades seven through eight following a traditional calendar. During the 2019-20 school year, Bobby Duke had approximately 755 students enrolled, including 14.7% students with disabilities, 31.1% English Language Learners, and 94.7% socioeconomically disadvantaged.

Students at Bobby G. Duke Middle School are Falcons that SOAR! Students are taught the acronym SOAR, which represents Bobby G. Duke Middle School's behavior expectations. Staff on campus teach, reinforce, and reward students when they each demonstrate/engage in behaviors of being Successful, Optimistic, Astonishing (decision-making), and Responsible (SOAR).

Staff at Bobby G. Middle School are committed to the goal of providing excellent, high quality education through a shared responsibility between staff, parents, and students in a safe supportive environment to meet the expectations of an ever-changing world.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	344
Grade 8	411
Total Enrollment	755

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.5
Hispanic or Latino	98.5
White	0.8
Socioeconomically Disadvantaged	94.7
English Learners	31.1
Students with Disabilities	12.3
Foster Youth	0.5
Homeless	2.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Bobby Duke Middle	18-19	19-20	20-21
With Full Credential	32	30	29
Without Full Credential	2	2	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Coachella Valley	18-19	19-20	20-21
With Full Credential	♦	♦	791
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	2

## Teacher Misassignments and Vacant Teacher Positions at Bobby Duke Middle School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

All textbooks used in the core curriculum at Bobby Duke Middle School are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's adoption cycle for core content materials (English/language arts, math, science, and social science).

On October 8, 2020, the Coachella Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 2021-10 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social, science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 school year, Coachella Valley Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

### Textbooks and Instructional Materials

Year and month in which data were collected: October 8, 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017 Houghton Mifflin Harcourt: Collections Program 2016 HMH System 44 Secondary 2016 HMH: Read 180 Stage B Universal 2017 Pearson: Side by Side (Newcomers) 2017 HMH English 3D (Progressing ELs and LTELs)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	2014 McGraw-Hill: CA Middle School Math Course 2 & 3 2014 McGraw-Hill: Accelerated Math 2015 Pearson Integrated Math Level 1, 2, 3  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	2007 CPO Science (Life and Physical) 2007 CPO Science (Life and Physical) (Spanish)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	2019 Cengage: National Geographic Medieval to Early Modern Times 2019 Cengage: National Geographic Medieval to Early Modern Times (Spanish Version) 2019 Cengage: National Geographic American History 2019 Cengage: National Geographic American History (Spanish Version)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Health	2005 MacMillan McGraw-Hill: Health and Wellness 2005 MacMillan: Salud y bienestar  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

Note: Cells with N/A values do not require data.

### **School Facility Conditions and Planned Improvements (Most Recent Year)**

The district takes great effort to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Bobby Duke Middle School's original facilities were built in 2007; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate routine maintenance requests.

#### 2018-2019 Campus Improvements:

- Grass areas in common areas to receive grass seed
- Main field to receive grass seed
- Sod/artificial grass to be added in tree planters

#### Planned 2019-2020 Campus Improvements:

- Tree cutting
- Painting of main office

Every morning before school begins, the day custodian and security officers inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three custodians are assigned to Bobby Duke Middle School. The custodians are responsible for:

- Cafeteria Cleanup/Setup
- Classrooms
- General Maintenance
- Emergency Custodial Needs
- Locker Rooms
- Moving Furniture
- Multipurpose Room
- Restrooms
- Special Events Preparations/Setups

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The assistant principal communicates with custodial staff daily concerning maintenance and school safety issues.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: January 26, 2021**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Classroom 501 - Loose carpet transition*  *Indicates that the corrections and/or repairs have been completed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Library: Missing cover on floor outlet*  *Indicates that the corrections and/or repairs have been completed.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	GIRLS RR: 1 Toilet Does Not flush*  *Indicates that the corrections and/or repairs have been completed.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	21	N/A	29	N/A	50	N/A
Math	11	N/A	21	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	10	N/A	11	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### **C. Engagement**

#### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### **Opportunities for Parental Involvement (School Year 2020-21)**

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. For more information on parent involvement opportunities call Bobby Duke Middle School at (760) 398-0139.

#### Opportunities to Volunteer

- Chaperone School Activities
- Student Assemblies
- School Site Council
- English Learner Advisory Council
- MTSS Committee

#### School Activities Include but are not limited to the following:

- Band Concerts
- Book Fair
- College & Career Fair
- Math Field Day
- Musicals
- Open House
- Parent Conferences
- Parent Workshops
- Spelling Bee
- Student Award Assemblies
- Student Performances
- Team Sports via ASES



**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan (School Year 2020-2021)**

The Comprehensive School Site Safety Plan was developed for Bobby Duke Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school safety plan was reviewed and updated by staff and the SSC on January 14, 2020, and board approved on May 7, 2020.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	15.1	9.2	5.2	4.7	3.5	3.5
Expulsions	0.1	0.1	0.1	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	11	4.9	--
Expulsions	0	.01	--

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	377.5

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	26	8	29		25	11	31		23	10	29	
Mathematics	24	7	28		26	7	33		26	5	31	
Science	26	3	24		27	4	23		25	6	25	
Social Science	26	4	23		26	5	24		25	6	24	

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

All training and curriculum development at Coachella Valley Unified School District revolves around the California State Standards and Frameworks and Common Core State Standards. The district's Educational Services Division works closely with school administrators, teachers, and the superintendent to identify staff training needs based upon review of student performance data results, monthly site leadership collaboration efforts, and principal input.

Staff members refine teaching skills and concepts through participation in conferences and workshops throughout the year. Training activities typically relate to the teacher's area of expertise and covers innovative strategies and techniques to improve student achievement and the quality of classroom instruction. Teachers may participate in district-sponsored seminars presented by district personnel, outside consultants, and lead teachers.

<p><b>2018-19 District-Sponsored Professional Development:</b></p> <ul style="list-style-type: none"> <li>Joven Noble</li> <li>Transformational Learning Training</li> <li>PBIS Training</li> <li>CAASPP Summative and Interim Assessment Block (IAB) training</li> <li>AVID Path to Schoolwide Trainings</li> <li>AVID Summer Institute</li> <li>Best Practices Relating to the ELA/ELD Standards and Frameworks</li> <li>Biliteracy Units of Study</li> <li>Common Core State Standards Implementation</li> <li>Professional Development provided to sites on as needed basis by ELD, ELA, Math and Technology Teachers on Special Assignment (TOSAs)</li> <li>EADMS Training for Assessment Implementation and Data Analysis</li> <li>Read 180 &amp; Math 180 implementation and data analysis training</li> <li>Lexia and RAPID implementation and Data Analysis</li> <li>Writing professional development provided by Riverside County Office of Education (RCOE)</li> </ul> <p><b>2019-20 District-Sponsored Professional Development:</b></p> <ul style="list-style-type: none"> <li>Joven Noble</li> <li>Xinatchli</li> <li>Transformational Learning Training</li> <li>Restorative Justice Training</li> <li>PBIS Training</li> <li>CAASPP Summative and Interim Assessment Block (IAB) training</li> <li>ELPAC Initial and Summative training</li> <li>English 3D</li> <li>Rosetta Stone</li> </ul>	<p><b>2020-21 District-Sponsored Professional Development:</b></p> <ul style="list-style-type: none"> <li>Adult Self-Care</li> <li>AERIES Student Engagement</li> <li>APEX (Secondary)</li> <li>Bitmoji Classrooms</li> <li>CAASPP</li> <li>California School Library Database</li> <li>Cameras in the Classroom</li> <li>Canvas (6-part series)</li> <li>CCGI - California College Guidance Initiative (Secondary)</li> <li>Collections (Secondary)</li> <li>ELPAC</li> <li>English 3D for English Learners</li> <li>Ethnic Studies (Secondary)</li> <li>GoMath (Elementary)</li> <li>Google Apps</li> <li>Google Classroom Basics</li> <li>Google Forms Assessment and Data</li> <li>Hybrid Teaching</li> <li>IEPs (3-part series)</li> <li>Illuminate Assessment Platform</li> <li>Informative, Argument, and Narrative Writing (Elementary and Secondary)</li> <li>Lexia/Power Up</li> <li>Math 180</li> <li>National Geographic (Middle School)</li> <li>NGSS</li> <li>PBIS</li> <li>Positive Prevention Plus (6-part series, Secondary)</li> <li>Project Moving Forward</li> <li>Restorative Justice (Secondary)</li> <li>Saavas/Pearson History (Elementary, Secondary)</li> <li>Supporting Secondary Trauma</li> <li>Transformational Learning - La Cultura Cura (4-part series)</li> <li>UCI Math (6-part series, Elementary, Secondary)</li> </ul>
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- Project Moving Forward - vocabulary, literacy, and language development
- AVID Path to Schoolwide Trainings
- AVID Summer Institute
- Best Practices Relating to the ELA/ELD Standards and Frameworks
- Biliteracy Units of Study
- Common Core State Standards Implementation
- EADMS Training for Assessment Implementation and Data Analysis
- University of California Irvine (UCI) Math training for middle school and high school
- Writing professional development provided by Riverside County Office of Education (RCOE)
- Accelerating Academic Learning for English Learners

- UDL - Universal Design for Learning
- VAPA Standards
- Virtual Science Labs
- Wonders & Maravillas (Elementary)
- Zoom 101/102

The district offers two distinct programs to support professional growth and improve instruction in the classroom. The Beginning Teacher Support and Assessment (BTSA) program offers support and assistance to newly credentialed teachers. All participating new teachers are provided peer support over a two-year period. The Peer Assistance and Review (PAR) program is available to veteran teachers who need to improve instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance. Experienced and knowledgeable veteran teachers, referred to as “coaches”, are paired with teachers referred to the PAR program to provide individualized guidance, support, and training.

Classified staff receive job-related training from qualified district personnel and consultants. Special education aides received specialized training from district office personnel. Long-term substitute teachers are invited to attend designated training sessions.

**Site-Based Training:**

Bobby Duke Middle School works with the Coachella Valley Unified School District to focus on site-based areas of study and to improve instructional practices, address areas needing improvement, and implement new programs for improved student learning. Through collaborative efforts of school and district representatives, professional training concentrations are identified based upon teacher survey results, student performance data analysis results, past practices, and new programs. Training activities are designed to complement and support district-wide training efforts.

During the 2019-20 school year, Bobby Duke Middle School allocated time before school, after school, and through teacher release time for professional development and Professional Learning Community activities focused on:

- AVID Strategies
- Classroom Management
- EADMS (Student Performance Data Analysis Software)
- Professional Learning Communities Process

**2020-21 school year:**

- Writing Strategies
- Social-emotional development
- Mental Health
- MTSS (multi-tiered systems of support)
- Timely feedback
- PBIS systems
- Professional Learning Communities Process

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,870	\$52,484
Mid-Range Teacher Salary	\$86,849	\$81,939
Highest Teacher Salary	\$111,614	\$102,383
Average Principal Salary (ES)	\$128,416	\$129,392
Average Principal Salary (MS)	\$143,396	\$136,831
Average Principal Salary (HS)	\$154,856	\$147,493
Superintendent Salary	\$250,000	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36.0	34.0
Administrative Salaries	4.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,427	\$3,938	\$8,489	\$87,682
District	N/A	N/A	\$9,340	\$94,540
State	N/A	N/A	\$7,507	\$83,059

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-9.5	-7.5
School Site/ State	12.3	5.4

Note: Cells with N/A values do not require data.

### Types of Services Funded

In addition to general fund state funding, Coachella Valley Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

<ul style="list-style-type: none"> <li>After School Education &amp; Safety (ASES)</li> <li>Agricultural Career Technical Education</li> <li>Career Technical Education Incentive Grant</li> <li>Carl D. Perkins Career and Technical Education</li> <li>College Readiness Block Grant</li> <li>Department of Rehabilitation Grant (Work Experience)</li> <li>ESEA: Title II, Part A Teacher Quality</li> <li>ESEA: Title III, Immigrant Education Program</li> <li>ESEA: Title III, English Learners Student Program</li> <li>Indian Education</li> <li>Governor's CTE Initiative: California Partnership Academies</li> <li>Head Start</li> <li>Learning Communities for School Success</li> <li>Lottery: Instructional Materials</li> </ul>	<ul style="list-style-type: none"> <li>Medi-Cal Billing Option</li> <li>NCLB: Title I Part A, Basic Grants</li> <li>NCLB: Title I Part C, Migrant Education Regular Program</li> <li>NCLB: Title I, Migrant Education Summer Program</li> <li>Partnership Academies Program</li> <li>Special Ed: IDEA Basic Local Assistance</li> <li>Special Ed: IDEA Preschool Grant, Part B, Sec 619</li> <li>Special Ed: IDEA Preschool Local Entitlement</li> <li>Special Ed: IDEA Preschool Staff Development, Part B, Sec 619</li> <li>Supporting Inclusive Practices</li> <li>Special Ed: Mental Health Services</li> <li>Special Ed: Project Workability</li> <li>Special Ed: Low Incidence Equipment</li> <li>State Lottery</li> </ul>
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### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.